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ABSTRACT

The Star Team Acquiring Rewards in Literacy and Insights Through Education (STARLITE) program was implemented to improve the job proficiency of employees at the Pacific Star Hotel, Guam. Its goal was to provide employees with both workplace literacy skills and employability skills. An audit was completed in each department of the hotel. Modules were developed for business communications, food and beverage division, and basics with WordPerfect and Lotus 1-2-3. Course outlines were developed for the English as a Second Language (ESL), General Educational Development (GED), and job skills components. Advertising brochures were written in Tagalog, English, and Chuukese. Program participants were accepted on an open-entry/open-exit policy. Diagnostic tools and other assessment inventories were used to determine needed services. ESL participants' lessons were individualized and based on each participant's self-determined needs; GED participants took screening tests and worked on weak areas. The component dealing with differences between Guam and home cultures was integrated with the ESL component. A survival handbook was developed for instructor and tutor use to increase participants' awareness of Guam's culture. Program participants and the program were evaluated through these forms: attendance and enrollment, survey placement, weekly and monthly progress reports, job profiles, performance surveys, interviews, and classroom observation reports. (YLB)

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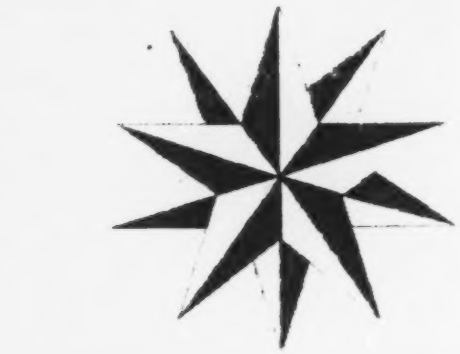

STARLITE WORKPLACE LITERACY PROGRAM

GUAM COMMUNITY COLLEGE
PACIFIC STAR HOTEL

FINAL CLOSEOUT PERFORMANCE REPORT

Written and Submitted by:
Lolita C. Reyes
Project Director

October 1992

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NATIONAL WORKPLACE LITERACY PROGRAM
INFORMATION FORM

PART 1: PROGRAM PARAMETERS

1. Target No. to be Served: 250

2. Total No. Served: 269

   Completed: 134

   Not Completed: 135

3. Fed. Funds Obligated: $203,921.00

4. Matching Funds/In-Kind: $439,270.00

5. Value Release Time: $267,666.00

6. No. Participating in Programs Offered:

	Total	Completions
Basic Skills	136	68
GED	11	4 **
ESL	122	60

** 2 pending

7. Contact Hours Provided: 360 hrs./cycle

(Contact Hours are the number of teaching hours that workers receive.)

* Each cycle runs for 9 weeks.

PART 2: **PARTICIPATION DATA**

1. Mean Age Participants: 39

2. Sex: No. Males 52 No. Females 82

3. Race/Ethnicity: No. who are:

White	3	Chuukese	16
Black	1	Chamorro	16
Filipino	56	Kosraean	3
Pohnpeian	16	Vietnamese	1
Korean	1	Thai	1

4. No. Single Head of Household: 29

5. No. Limited English Proficient: 42

6. Outcomes — No. Participants

a. Tested higher on Basic Skills	27
b. Improved communication Skills	99
c. Increased productivity	94
d. Improved attendance at work	85
e. Increased self-esteem	99

7. Years with the company — No. Participants

Unemployed	0
0-5	134
6-10	0
11-15	0
16-over	0

U.S. Department of Education
Office of Vocational and Adult Education
Division of National Programs (DNP)

1. PROGRAM TITLE: National Workplace Literacy Program; CFDA: 84.198A

2. PROJECT TITLE: Star Team Acquiring Rewards in Literacy and Insights Through Education (S.T.A.R.L.I.T.E.)

3. AWARD NUMBER: V198A10289-91A

4. PROJECT DIRECTOR: Lolita C. Reyes
AWARDEE/ Guam Community College
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TELEPHONE/ (671) 734-4311

5. FUNDS BY FISCAL YEAR: Federal: $203,921.00 Non-Federal: $119,958.00 Total: $323,879.00

6. AWARD PERIOD: May 1, 1991 - October 31, 1992

7. FEDERAL PROJECT OFFICER: Marian Banfield
Program Officer
U.S. Dept. of Education
(202) 732-1838

8. OBJECTIVES:

1. To improve the job proficiency of employees at the Pacific Star Hotel by providing them with workplace literacy skills along with employability skills required to be viable in the workplace.

2. To adapt the model developed by the "SELPH" Workplace Literacy Project in Hawaii to the unique workplace realities of Guam.

3. To create a model for future implementation of on-site workplace literacy training in Guam's predominant industry, tourism.

4. To produce a body of curriculum materials in Workplace Literacy and Employability Skills which can be used in future workplace literacy programs on Guam.

5. To enhance and expand the College's partnership with the tourism industry in order to facilitate future educational programs in this area of high need.

9. **PROCEDURES:** In conducting the workplace literacy program, a location for training was needed and identified. Curriculum was developed on an ongoing basis. Evaluative materials were selected and or developed. An audit was continually done in each department and flexibility in scheduling, recruiting and training was met. Upon completion of each training cycle, evaluative forms were sent to supervisors to rate program participants and the program. Data was then reviewed and recorded. At the end of the training cycle, certificates were awarded to program participants. During all the stated activities, constant coordination with Hotel management was taking place throughout the various cycles in each department, through planned meetings, interviews, attendance reports, updates through newsletters and memoranda.

10. **OUTCOMES/RESULTS/PRODUCTS:** The Starlite Program established improve outcomes in communication skills, productivity, levels of self-esteem and attendance at work. Results show that there has been significant changes in these areas as indicated in the report.

11. **EDUCATIONAL LEVEL(S):** The educational level of our population, ranged from elementary level up to post-secondary level.

12. TARGET POPULATION(S): The Starlite Program offered training to adults with limited English proficiency and to all entry-level employees. Referred into the program were also employees who were minimally handicapped.

13. PLANNED NUMBER OF TRAINEES: 250

14. PARTNER (S) : Guam Community College
Pacific Star Hotel

SECTION 1
SUMMARY OF PROJECT ACCOMPLISHMENTS

GOAL: To provide educational services to Pacific Star employees so as to enhance their workplace literacy skills in order to improve employability training.

OBJECTIVES	*ACCOMPLISHMENTS*
1. Establish a training location for employees entering program.	1. Several meetings were set up between hotel management and College officials to identify the Hotel's Training Classroom as the designated Workplace Literacy Training Room.
2. Hire and train program staff and develop reporting mechanisms.	2. All program staff have been hired and trained. Ongoing training is provided. A. A procedures Manual has been developed: 1. All forms developed 2. Assessment tools have been developed 3. Diagnostic tests were in use.
3. Develop Project Coordination system at the Hotel.	3. Work with the Training Manager of the Hotel to coordinate with the various managers and supervisors of each department, and familiarize myself with the day to day operations of the hotel and its employees. This included regular weekly meetings with hotel managers and supervisors, whereby we shared information on the progress of the employees' performances and attendance.

4.	Conduct and document Workplace Literacy Audit.	4.	An audit was completed in each department of the hotel served. The procedures of the audit was completed for the first audit and used as specifically outlined in the "Bottom Line" in each targeted division of the hotel.
5.	Develop Workplace Literacy Curriculum.	5.	The development of curriculum was completed on an ongoing basis. Modules were developed for Business Communications, Food and Beverage Division, Basics with Wordperfect, and Basics with Lotus 1-2-3. These modules included objectives and evaluation instruments. Course outlines were developed for the ESL, GED and Job Skills components.
6.	Develop schedules for ESL, GED, Basic Skills and Cross Cultural Adaptation sessions.	6.	Scheduled listings establishing instructional times for each component was addressed. However, with the flexibility of each employee's work hours, we took them as they came in. Therefore, our schedule was very flexible. The Cross Cultural session was integrated with the ESL component because of the lack of employees interested in it. We attribute the low number of enrollment due to embarrassment.

7.	Design, print and distribute advertising brochures as marketing tools for program.	7.	We implemented the suggested methods of advertising using the brochures. The brochures were written in 3 languages: 1. Tagalog 2. English 3. Chuukese Moreover, we developed program flyers to market the program as well.
8.	Select and recruit program participants and conduct needs assessment.	8.	Program participants were accepted on an open entry open exit policy. Diagnostic tools and other assessment inventories were given to the employees to determine needed services. Once, participants had been accepted, they were assigned to an instructor or a tutor.
9.	Inform College and Pacific Star Hotel of program objectives, availability and standards.	9.	A newsletter was created and developed by the Starlite staff called "Starlite Highlights." It was distributed to all Hotel employees, supervisors, managers, college officials, Program Specialists and also made available to the GCC library. In addition, we also kept and album of pictures, filled with highlights of the program and its participants.
10.	Offer instructional sessions, evaluate, revise and adapt them as needed for the Hotel.	10.	Instructional sessions were made available to the employees. They were constantly revised based on an "emergent curriculum."

11.	Participants who attend ESL classes will demonstrate increased proficiency with the English Language as demonstrated by pre-post tests, supervisor evaluation and self-evaluation.	11.	ESL participants' lessons were individualized and were based on each participant's needs as determined by him or her. These lessons were subject to change at anytime when the participant wanted to change his or her focus. So evaluative measures were assessed through instructor observations, supervisor ratings and self-evaluation.
12.	Participants who attend the GED classes will make progress toward taking and passing the GED tests.	12.	The GED participants took the screening tests and worked on weak areas of their test results. For those passing the screening test, there were 4 who successfully completed their GED requirements. There are 2 more participants rescheduled to take the test, sometime in December, due to Typhoon Omar.
13.	Participants who receive individua workplace literac programming will increase their jo proficiency as me sured by pre-post tests, supervisor ratin s and instructor assessments.	13.	Participants in this category were not tested using any diagnostic testing tool. Lessons were devised to enhance job proficiency and supervisor ratings were used to evaluate an increase in performance as well as instructor observations and assessments.

14.	As demonstrated by supervisors ratings, self-ratings and instructor assessments, participants in this seminar series will increase their awareness of the differences between Guam and their home cultures.	14.	This particular component was integrated with the ESL component, so that the students were given the opportunity to adopt appropriate behaviors, learn basic survival facts relating to housing, law, consumer issues, and medical care. Self-ratings were used for this particular area because it was difficult to attest supervisor rating results.
15.	Write, Publish and distribute the "Handbook of Basic Survival on Guam for Hotel Employees."	15.	The Survival Handbook was written and compiled by the Starlite staff. Instructors and tutors used the handbook as an instructional tool to help program participants increase their awareness of Guam's Culture. Thereafter, copies were published and distributed to all hotel employees and made available for distribution to other hotels in need.
16.	Establish and staff with tutors a learning center to be opened from 8:00am to 10:00pm.	16.	The "Starlite Program" for the first cycle of 9 weeks opened form 8:00am - 10:00pm. However, employees were not taking advantage of the service hours available. Swing-shift employees were to be accommodated, but work hours were too demanding that we changed our hours to 8:00am-6:00pm.
17.	Undergo first evaluation.	17.	An external evaluator was hired to conduct the formative evaluation of the Program. His name is Phil Mendel. That evaluation was completed and submitted to both partners of the program.

18.	Compile series of training materials produced from the Workplace Literacy Audits and Curriculum Development.	18.	All materials produced from the Workplace Literacy Audit's were kept on file and used to develop the "emerging curriculum."
19.	Conduct series of management consultations relating to cross-cultural adaptation program.	19.	These consultations did not exist because we incorporated this component with the ESL component.
20.	Monitor employee progress and attendance.	20.	Instructors and tutors monitored participants' instructional progress by having them keep a daily journal and documenting activities in their file folders. The attendance was monitored through: 1. daily sign-in 2. weekly attendance reports to supervisors 3. Change of schedule forms 4. Absentee excuse forms
21.	Evaluate program interim.	21.	Instructors and tutors evaluated the program at the end of every cycle; through scheduled meetings. Program participants filled out employee rating sheets which evaluated the program and their assigned instructor and or tutor. The supervisors were given supervisor rating forms to evaluate student progress and program effects.
22.	Recommend changes in area (s) of the program which appear not to be working as well as possible.	22.	Project Director and staff met regularly to recommend program changes. Input from instructors and hotel partners were considered.

23.	Meet all progress measured and report program results to College Officials and Office of Education.	23.	Project Director reports to the Dean of Academics for the Workplace Literacy Program on a monthly basis. The Annual Closeout Performance Report will be sent off October 26, 1992.
24.	Evaluate staff performance and provide staff with feedback.	24.	Project Director evaluated program tutors and instructors and monitored folders. Staff are provided feedback at the scheduled meetings or on an individual basis.
25.	Undergo second evaluation by external evaluator.	25.	The summative evaluation was completed by Phil Mendel. Copies of his summative evaluation report was submitted to both partners of the program.
26.	Attend National and Regional meeting.	26.	The Project Director attended the 1992 COABE Conference held in Bismarck, North Dakota on April 11, 1992 and the 1992 National Closeout Conference held in Arlington, Virginia on September 9-11, 1992. The Project Director also visited the "SELPH Program" model site in Hawaii on July 22-26, 1991.
27.	Improve the job proficiency of the employees at the Pacific Star Hotel by providing them with the Workplace Literacy Skills along with the Employability Skills required to be viable in the Workplace.	27.	Program documentation suggest that the program did in fact increase knowledge level and job proficiency level of participating employees.

28.	To adapt the model developed by the "SELPH" Workplace Literacy project in Hawaii to the unique workplace realities of Guam.	28.	Used samples of the "SELPH" model forms and made needed revisions. Adapted documentation forms developed by "SELPH" model. Used participant identification procedures developed by the "SELPH" Workplace Literacy model and adapted instructional strategies modified by the Starlite Program, which were developed by "SELPH".
29.	To create a model for future implementation of on-site workplace literacy training in Guam's predominant industry, Tourism.	29.	Pacific Star as chosen by the Guam Hotel and Restaurant Association to be the site of the model project (STARLITE) to be implemented by Guam Community College. The College has information available to share their experiences with other interested hotels, which are on file at the College. Audits were also systematically carried out for each department of the hotel and procedures for such are available for possible future use.
30.	To produce a body of curriculum materials in Workplace Literacy and Employability Skills which can be used in future Workplace Literacy Programs on Guam.	30.	Curriculum modules were developed for: 1. Business Communication 2. Food & Beverage Section 3. Basics with Wordperfect 4. Basics with Lotus 1-2-3 5. Handbook of Basic Survival Skills 6. Tutor Training Manual 7. Criterion referenced skills tests These materials are on file and may be used in similar programs on island.

31.	To enhance and expand the College's partnership with the Tourism industry in order to facilitate future educational program in this area of high need.	31.	Through the implementation of the "Starlite Program", Guam Community College has enhanced and seeks to expand partnership opportunities with the Tourism industry, by having submitted another grant proposal designed to offer similar training programs at other hotels.
32.	Apply for refunding.	32.	The grant application for 1992-1993 was completed and turned in on July 15, 1991 and sent off to Washington D.C.. Notification of the Grant Award was given via letter, stating the non-refunding of the program on July 1992.

SECTION 2

SLIPPAGE IN CASES WHERE OBJECTIVES WERE NOT MET. INCLUDE CORRECTIVE MEASURES TAKEN.

The Women's Employability Skills was part of the grant's objective, but was taken out at the last minute at the beginning of the program by an agreement with U.S.D.O.E. and Guam Community College. Therefore, this component was not carried out.

The Cross-Cultural adaptation component was initiated and integrated into the ESL component. However, was not fully implemented as a separate component of the program. We more less addressed the needs at a different angle with the ESL component. We did not hire the 3 peer-counselors as stipulated in the grant, because our exising tutors were dually trained in peer-counseling. So as to utilize our given budget to its maximum, we took that route to train our tutors in that particular area of need.

Another objective of the grant was, all entry level employees, their families and intersted other (on a space available basis) who participated in the program will have access to any of the available educational components based on their self-identified need and /or Hotel's recommendation and referral.

This objective was not fully met because the participating hotel wanted only their employees involved in the program and not any of their families and interested others. Simply, because of the notion of having unauthorized persons in the area and having their training room opened to anyone. This precautionary measure was taken, due to security purposes, because of frequent thefts within the hotel.

SECTION 3
PROJECT PERFORMANCE OUTCOMES

A.	Target number	250
B.	Employees enrolled at the end of the report period.	269
	1. # of participants completed	134
	2. # of participant not completed	135
C.	G.E.D. Training total	11
	1. G.E.D. completion	4
	2. G.E.D. Pending *	2
	3. G.E.D. not completed	5
D.	# of E.S.L. participants	122
	# of E.S.L. participants (completed)	60
	# of E.S.L. participants (not completed)	62
E.	# of Basic Skills participants	132
	# of Basic Skills participants (completed)	68
	# of Basic Skills participant (not completed)	68
F.	Employees who withdrew or terminated the program for various reasons	135
	1. Withdrew or Lacked interest	8
	2. Company Cutbacks	8
	3. Dropped by Supervisor	38
	4. Withdrew for personal reasons	9
	5. Terminated from work	25
	6. No Shows	47

* This figure is still pending, awaiting to be rescheduled for the GED Test, due to Typhoon Omar.

Sometimes motivation is not enough to keep participants coming to such programs. Family illness, loss of transportation, changes in jobs or work schedules can all affect a person's ability to attend classes. Issues relating to the survival of the participant or the participant's family must come first, which is the scenario for this program.

SECTION 4
DISSEMINATION ACTIVITIES

In order to get information out to upper management and supervisors at the site, I oftened initiated weekly meetings with the departments being hosted during each of the 9 week training period.

During this time, suggestions and ideas were shared, where we could modify the curriculum if needed, identify employees in need and enhance other types of training programs for the employee.

We disseminated information at the onset of the program through brochures for the employees, which were written in three languages, English, Tagalog, and Chuukese, and one for the supervisors. These brochures identified the programmatic offerings to the employee. The brochures were placed in the employees' cafeteria so it was accessible to all. Our flyers were distributed to each department head and posted in work areas for employees to read.

In addition, we created a newsletter for each cycle of the program year. These were distributed to our program participants when they came into class and copies were distributed to department heads, supervisors and other employees not in the program. The College was also provided copies of these newsletters. They were given to management, Program Specialist and also provided to the College library for interested readers.

Achievement of the program participants, were also advertised in the "Pacific Daily News." This especially was a plus for our participants because it made them feel especially important in publicizing completion of their training.

During the Hotel's quarterly employees' meeting, the Starlite's participants were acknowledged for completing training. This was another avenue of how progress was disseminated throughout the hotel. Moreover, after each cycle, a certificate presentation was held to honor those participants who completed training. Certificates of completion was awarded and perfect attendance certificates were given to those who came without missing a class. In attendance were their supervisors, co-employees, the General Manger, and upper management of the hotel, and the Starlite staff. Each manager, supervisor, and myself would often give a brief congratulatory speech for the occasion. Each time, refreshments and doughnuts were served, which kept participants coming. At the end of the program, all managers and supervisors were awarded a certificate of appreciation for their support in the program by College officials.

Other types of communication through memoranda, telephone were always followed up with personal contacts by me and then brief meetings with the Training Manager. This was always constant. Most importantly, my staff and I always kept abreast of current happenings within the hotel, policy changes and standards through their Personnel Office and with the Training Manager. This was crucial in maintaining good lines of communication and not to risk any miscommunication. The key to good communication was flexibility in terms of promotability of the program itself.

Lastly, there were a few employees who wanted confidentiality of their records and prescence in the program. Efforts were made to accomodate their requests and therefore, their names were withheld form publichacknowledgements. However, there was a need to advise their supervisors and so there was a compromise between both the employee, the supervisor and our staff to keep their records confidential.

Another note, I'd like to mention, which we found very important was scheduling. Holiday seasons played a very important part in a hotel industry's economy. Our second cycle started out with a high number of participants but dropped drastically during the months of November through January, because of the Christmas Holidays. Next time, other alternatives will be highly considered to schedule classes around these particular months.

SECTION 5
EVALUATION ACTIVITIES

At the onset of the program, diagnostic tests were used as pre/post test indicators of skills level. This procedure, though, caused intimidating results for program participants. Some were too difficult and other participants felt they were being over-tested. This caused participants to be weary of our program. So we halted on testing.

Another concern was that the transferability of skills was not addressed in the testing tool. There was no relevance of standardized test to job related competencies and therefore did not work well in the workplace environment. So our instructors used work-related test items collected from within their departments, to incorporate into their pre-post tests.

Using our forms and surveys developed to evaluate program participants and the program were equally available and useful. These forms were:

1) attendance and enrollment
2) survey placement
3) weekly and monthly progress reports
4) job profiles
5) performance survey, interviews and evaluation forms (from participants, supervisors, teachers and staff)
6) classroom observation reports

Formal testing done for the GED component was very extensive. A screening test was first given to the program participant. This process usually took 2 days to complete and was given for 2 1/2 hours each day. Once passed given the required passing score, then the participants got scheduled to complete the actual testing. When they completed the actual testing and passed, scores and evaluative results are given to the company managers and supervisors to review. Then supervisor ratings were given to them to complete and return to the program.

As part of the grant's objective, all evaluative activities included an external evaluator. The evaluator was hired to evaluate the beginning of the program called the formative evaluation and an ending evaluation called the summative evaluation. Both reports were done by a single evaluator. Using one evaluator though limited his scope of questioning, being that it was a new concept in the world of literacy. Just what to look for in terms of evaluating was a task in itself. However, both evaluative reports were completed and given to both partners.

Other evaluation measures taken to evaluate participants were from the supervisor rating surveys. This survey was difficult to establish actual gains in productivity, promotability and measure worker performance because most supervisors did not see the day to day improvement in their employees attending classes. They only saw the company aspect of their employees profile. Most supervisors assured their employees gains and other notable changes through worker attitudes. Therefore, efforts to continually improve and address worker-based skills in terms of actual gains was not fully achieved because of the limited time factor of the grant.

SECTION 6
MAJOR CHANGES IN KEY PERSONNEL

1. The following individuals have been identified and employed at the start of the Workplace Literacy Program as stated in the grant.

   * a. Sandy Liberty - Co-Director
   * b. Suzanne Billings - Co-Director
   c. Lolita C. Reyes - Coordinator
   d. Lorraine San Nicolas - Clerk-Typist
   * e. Priscilla Romo - Instructor (full-time)
   f. Emelita Ilao - Instructor (pt.-time)
   g. Mary Elizabeth Pickelsimer - Instructor (pt.-time)

   Major changes needed to be made regarding key personnel. The following individuals remained employed with the Starlite Workplace Literacy Program until the expiration date of the project.

   a. Lolita C. Reyes - Project Director
   b. Lorraine San Nicolas - Clerk-Typist
   c. Mary Elizabeth Pickelsimer - Instructor (full-time)
   d. Emelita Ilao - Instructor (pt.-time)
   e. Inge Nordstrom - Instructor (pt.-time)

2. There was a total of 7 tutors. Training in procedures and practices was provided at the beginning of the Workplace Literacy Program. The ethnic backgrounds of the tutors are: 1 Micronesian, 2 Filipino, and 4 Chamorros. The mixture of ethnic backgrounds allows the flexibility of a tutor to work with a participant with the same ethnic background, or may choose to work with someone else.

SECTION 7
SUCCESSES

We have had a positive turnout of employees who entered the program. At first were like blind children trying to find our way around and then light kept slowly appearing day by day, then one day we saw the light. That's when we knew thing wouldn't be so bad.

Our enrollment was increasing, turnover rates were high, tutors were coming and going, until after awhile, we finally established some type of stability.

The key . . . flexibility in terms of scheduling, programming, recruiting, and training. Being able to achieve all this and still be competent was a risk, a risk which proved worthwhile.

Initial training was needed to run a cohesive staff, and team players to follow program procedures and policies.

My staff was of diverse ethnic backgrounds who worked well together in accomplishing a task to achieve success.
As a result of all the positive stress encountered, we've had several promotions take place for some employees in the Basic Skills component. Two of which were promoted to management level in the hotel! We also had 4 completed GED recipients! They worked so hard to achieve their goals and earned their monetary bonuses from the hotel. They now have moved on to fulfill their dreams. One of whom wants to earn her degree as a teacher, and the others to find better paying jobs with their earned high school diploma.

For all other program participants, success has been achieved for them in terms of enhancing their growth and development in the Starlite Workplace Literacy Program.